

# **THE USE OF CASE BUILDING TECHNIQUE TO ENHANCE STUDENTS' ANALYTICAL EXPOSITION TEXT WRITING**

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# THE USE OF CASE BUILDING TECHNIQUE TO ENHANCE STUDENTS' ANALYTICAL EXPOSITION TEXT WRITING

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**Abstract:** This research aimed to discover whether case building technique enhanced students' analytical exposition writing or not. If it did, how effective it was in enhancing students' analytical exposition text writing. In order to examine the technique, a pre-experimental research was conducted. One-Group research design by using pre-test and post-test was used to gain data about the effectiveness of the technique. The research found that the technique was effective to enhance students' analytical exposition text writing due to the t-test calculation result which was 9.03. The result proved that t-obtained was higher than t-table of  $df = 31$  ( $2.040 < 9.03 > 2.744$ ). The technique was significantly effective to enhance students' analytical exposition text writing as the result of effect size analysis categorized as high with the effect size score is 0.91. It was concluded that the technique was able to be used in enhancing students' analytical exposition text writing and the effect was positive.

**Keywords:** Case Building Technique, Analytical Exposition Text, Teaching Writing

**Abstrak:** Penelitian ini bertujuan untuk menemukan apakah Case Building Technique meningkatkan penulisan teks eksposisi analitis siswa atau tidak. Jika iya, seberapa efektif teknik tersebut dalam meningkatkan penulisan teks eksposisi analitis siswa. Dengan tujuan menguji teknik tersebut, sebuah penelitian *pre-experimental* dilakukan. Desain penelitian Satu-Grup dengan menggunakan pre-test dan post-test digunakan untuk memperoleh data tentang efektivitas teknik ini. Penelitian ini menunjukkan bahwa teknik ini efektif untuk meningkatkan penulisan teks eksposisi analitis siswa sebagaimana hasil penghitungan t-test yaitu 9.03 yang berarti bahwa nilai t-test yang diperoleh lebih tinggi dari t-tabel dari  $df = 31$  ( $2.040 < 9.03 > 2.744$ ). Teknik ini secara signifikan efektif untuk meningkatkan penulisan teks eksposisi analitis siswa sebagaimana hasil dari analisis *effect size* yang tergolong tinggi dengan skor *effect size* 0.91. Maka, teknik ini dapat digunakan dalam meningkatkan penulisan teks eksposisi analitis siswa dan berefek positif.

**Kata Kunci:** Case Building Technique, Teks Eksposisi Analitis, Pengajaran Penulisan

Among language skills, students assumed that writing was considered as the most difficult skill to be mastered. It led students to be very lazy to write something such as essay, article, or other writing products. While, writing was very good for students because it could be used as media to enlighten students about particular issue or topic, to give new information or knowledge, or even to earn money while the writing product was being published.

The biggest barrier for students was in the process of developing and organizing the idea or content of the writing. Although they knew about their limit, but some students did not try to find a strategy or technique to ease them in constructing and developing ideas. They tended to be stagnant and accepted that condition. It made students being lazy to write a text. They knew the raw ideas, but they were very difficult to organize the ideas to be a good and complete arguments. They were stagnant because they did not know how to elaborate the ideas.

Case Building technique was introduced as alternative technique in teaching writing particularly in exposition text. It was inspired by preparation stage on debate activities. Since both writing and debating focus on constructing ideas, it was possible to adapt the Case Building Technique into academic setting or in writing process especially in pre-writing stage. It was assumed that Case Building Technique was able to be used effectively to enhance students' writing related to analytical exposition text particularly in constructing and elaborating better organized ideas.

Case Building Technique is a technique inspired by preparation stage in debate activity. In debate activity, it is the process of putting together the team's arguments and making sure that they are solid and consistent (Kementrian Pendidikan dan Kebudayaan, 2016). In teaching learning process particularly in teaching writing, it is a technique to ease students in constructing ideas or arguments in analytical exposition text writing. Furthermore, the meaning of case in debate activity is a whole package of a team's arguments. It is used as a forth that each team builds using arguments as bricks to defeat their opposition team. In this research, Case Building Technique is a specific activity to build arguments in order to produce an analytical exposition text.

Basically, there are three things that students need to do in debate activity to build the case by using Case Building Technique. First, deciding what the words of the topic means then known as definition. Second, thinking some reasons why your side of the topic is true then known as arguments. Last, dividing your arguments between 1<sup>st</sup> and 2<sup>nd</sup> speaker and known as split (Quinn, 2005). In debating book provided by Kementerian Pendidikan dan Kebudayaan mentioned brainstorming, discussing the definition, picking relevant arguments, determining team line and team split, recapping whole cases, and individual preparation are steps of Case Building (Kementrian Pendidikan dan Kebudayaan, 2016).

In teaching writing setting particularly in analytical exposition text writing, some of the steps might be omitted due to that in debate setting the whole steps are done in group activity while in writing, it tends to be individual work. Those steps that can be omitted are determining team line and team split, recapping

whole cases, and individual preparation. Therefore, students might only do brainstorming, giving definition of motion, and picking relevant arguments.

In teaching writing, Case Building Technique is simpler than in debate setting because it has been adjusted for individual working. Therefore students only need to do Brainstorming, Giving definition, and picking relevant arguments, as steps of Case Building Technique. Firstly, brainstorming is a process of debaters to collect the raw ideas. They write down all the things or ideas crossed on their mind when they read the topic or issue. They might guide their process of gaining idea by using questions. They find as much as questions related to the topic. The answers of those questions are the raw ideas for supporting or opposing the topic. WH questions are essential in providing the comprehensive answers rather than yes-no questions. The possible questions to collect idea such as what happened, what were the reasons, what were the advantages, what were the disadvantages etc. (Kane, 2000, p. 24).

Secondly, setting the definition is a process to make a clear concept about what the debate are going to discuss. It includes to logically define the keywords, give limitation of the issue, and give the model if it is necessary. Definition prevents the debate turning into a confusing exchange of ideas because different interpretation of the team may have about what is actually being debated (Kementerian Pendidikan dan Kebudayaan, 2016).

Lastly, students might have a lot of good arguments in brainstorming steps, but some of them might not be related to motion, therefore picking the arguments meant that they should only pick the relevant arguments of the topic and omit the rest of arguments. Arguments are ideas to support or oppose the topic. Arguments explain why a point of view should be accepted. Arguments must be logical and relevant to the topic and they are able to be proven. It also requires reasoning and evidences to back up the arguments (Kementerian Pendidikan dan Kebudayaan, 2016). Picking the arguments should be followed by giving further explanation about the arguments. In order to provide sufficient arguments, they must fulfill the internal aspect of arguments. Those internal aspects of arguments are well-known as A-R-E-L. It is an abbreviation of assertion (A), reasoning (R), evidences (E), and link back (L) (Quinn, 2005).

First, Assertion (A) simply can be called as the main statement of an argument or idea. It is a statement that needs to be proven with further analysis. It is the relevance of the title to the content of the point. Quinn (2005) defined "assertion or label is a short and simple statement of what your argument is about. It need not explain why the argument is true – it is really just a simple 'reference' for you, your adjudicator and your opposition to use in referring to this argument."

Second, Reasoning is the further analysis to prove the statement in assertion stage can be justified. Ericson, Murphy, & Zeuschner, (2003) stated "reasoning is the process of inferring relationships between the evidence and the assertions". Furthermore, It is a theoretical or 'abstract' explanation of how and why your argument is generally true. It aims to make the audiences think that they obviously understand why the argument should be true (Quinn, 2005, p. 68).

Third, Evidence is the part to support the statement and the analysis with the valid data. It also can be defined as matters of fact or opinion that tend to support those assertions. Hacker & Sommers (2012;85) stated “it was a good idea to conduct some research before preparing your argument; consulting even a few sources can deepen your understanding of the debates surrounding your topic.” Evidences are the items of information you gather, remember, and process. They could be the examples, quotations, statistics, or other materials you used to build up your analysis (Ericson, Murphy, & Zeuschner, 2003, p. 19). Furthermore, Hacker & Sommers (2012) also supported this point by saying “You will need to support your central claim and any subordinate claims with evidence: facts, statistics, examples and illustrations, visuals, expert opinion, and so on”

Lastly, Link back is the explanation of the relevance of this argument to the topic. It is a brief explanation of how you have proven your point and that it is relevant. It is also known as reiteration of the assertions.

In teaching learning, Case Building Technique is appropriate to be used in teaching analytical exposition text writing. Analytical exposition text is one of exposition text types. Wishon & Burks stated that exposition text was used to give information, make explanation, and to interpret meanings (Wishon & Burks, p. 382). Analytical exposition text is a text in form of written or spoken that explains to the readers about particular issue from particular point of view. The purpose of the text is to persuade the reader. It mostly contains writer’s idea or arguments with the reasons and evidences to support the arguments. Nurhayati & Aswandi (2014) stated “An analytical exposition text is a type of written (or spoken) text which explains to the readers (or listeners) that an issue should or should not happen by presenting one side of an issue with one-side argument to persuade them. It contains facts, opinions, reasons, and ideas. The positive of negative arguments related to an issue are presented to persuade the readers”.

As the other genre of text, analytical exposition text also has generic structure and language feature to differentiate it with the others genre of text. Those generic structure and language feature are able to help students identifying and create an analytical exposition text. Generic structure of analytical exposition text are thesis, arguments, and reiteration (Nurhayati & Aswandi, 2014). First, Thesis statement is a statement to introduce the topic and to indicate the writers’ (students) position. Thesis has a purpose to make the stance of the writer clear and also to guide the students to construct the arguments consistently. Second, Arguments are the ideas of writers (students) to support or oppose the issue or topic depend on writer’s position. In making arguments, the writers (students) should make their arguments strong by giving reasons and evidences for each arguments. The arguments should be logic and relevant to the issue being discussed on the text. Hacker & Sommers (2012, p.84) stated “When you construct a *reasonable* argument, your goal is not simply to win or to have the last word. Your aim is to explain your understanding of the truth about a subject or to propose the best solution to a problem”. Last, Reiteration as restating the thesis and the position of writer related to the topic being discuss. It also has language features that are using simple present tense, using conjunction, and relational process.

According to the Regulation of the Ministry of National Education Number 22 Year 2006, the goal of English teaching at general senior secondary school is to equip students with the ability to develop oral and written communicative competence to the informational literacy level, the awareness of the nature and the importance of English roles played in global competition among nations, and understanding about the interrelationships of language and culture. Indonesia implement new curriculum known as 2013 Curriculum (K13) since 2013. If in previous curriculum language skills (listening, Speaking, reading, and writing) are taught independently, In K-13 English skills should be taught as a whole or integrated. In K-13, psychomotor domains, specific competences derived from language system (linguistic competence, sociolinguistic competence, discourse competence and strategic competence), macro-skills (productive; speaking and writing, and receptive skills; listening and reading) and micro-skills or the elements of language (grammar, vocabulary, pronunciation and spelling) should not be addressed in isolation and covered in integrative manners in all KI and KD (Ahmad, 2014). Therefore, although syllabus does not mention explicitly about teaching writing, but it should be included in English teaching and learning process.

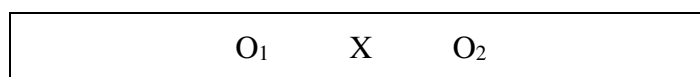
Furthermore, in K-13 there is a program called as *peminatan* (specialization). It is a program which provides the opportunity for students to learn based on their interests. It must be taken by SMA (Senior High School), MA (Islamic Senior High School), and SMK (Vocational High School) students. The structure of *Peminatan* (specialization) subjects in SMA / MA curriculum are the group of specialization in Mathematics and Natural Sciences, specialization in Social Sciences, and specialization in Linguistics and Culture (Kementerian Pendidikan dan Kebudayaan, 2013). This program opens the chance for teacher to design a teaching learning process that can improve students' ability in English. Teacher may design the material based on the need, without any concern of whether the material is exist or not in syllabus. Yet, it must be consistent with the basic nature of K-13. Therefore, teachers have right to develop students' ability in writing too by providing particular technique.

In developing students' ability in writing a text, teacher should introduce the process of writing to students. Since, producing a good writing product is not easy and instant. There are some steps that must be passed. They are Prewriting, Drafting, Revising, and Polishing. Prewriting is a stage to analyze the audience, determining the purpose of the writing, limiting the scope of what will be covered, and generating potential content. It aims at preparing students to write and generate ideas (Alodwan & Ibnian2, 2014). Drafting is a process of making a case and structuring evidences for that case. In simple concept, drafting means that the writer start to construct the writing from words to sentences, sentences to clauses, and clauses to paragraphs. Revising is a process to revise the mistake on the writing product after the drafting stage. Students should concern in revise the content, such as eliminate the unimportant point or add some missing point, or even add new information. Editing is more concern on technical issues in the writing product. Some common aspects edited are grammar, sentence structure, punctuation, spelling, diction, and citation (Grenville, 2001). Case Building

Technique was appropriate in prewriting stage because it was consisted of questioning and analyzing steps to construct the raw ideas. Students are required to submit their first rough drafts of their writing. Students' were still required to do the rest of writing processes in order to make their writing product better.

## METHODOLOGY

This research was conducted based on quantitative approaches particularly pre-experimental research method. In this case, the writer used one-group design by using pretest and posttest as the technique of data collection. Best and Khan (2006) said "This design provides some improvement over the first, for the effects of the treatment are judged by the difference between the pretest and the posttest scores. However, no comparison with a control group is provided." (Best & Khan, 2006). Here is the visualization of this research;



**Diagram 1: One-Group Design Visualization**

Note:

$O_1$  = Pretest

$X$  = : treatment

$O_2$  = Posttest

The population of this research was tenth grade students of SMA N 3 Pontianak that were divided into nine classes. Sample of this research was class X IPS 2, as they represent the entire population that has the same problem. It consisted of 32 students. The sample was chosen based on probability sampling strategy that is simple clustered random sampling. It was a technique of selecting representative individuals or group of students, and then generalizing from individuals or group to a population (Creswell, 2012). Clustered random sampling meant that the sample was chosen by taking one particular class of the population. The data collection was gained based on quantitative measurement to measure students' ability in writing by administering pre-test and post-test on the sample group of this research. Writing tests with different topic in pre-test and post-test were relevantly used in this research as tool of data collection. Finding of this research was analyzed by scoring the individual score, count the mean of pre-test and post-test, calculate the t-test, calculate standard deviation and calculate the effect size.

This research was conducted for 3 weeks with 4 meeting per week and 45 minutes per meeting. The research divided into 3 parts. They are conducting pretest, giving treatment (Case Building Technique) and conducting post-test. In conducting pre-test and post-test, the students were given 80 minutes to do the test. While in giving treatment researcher allocated 8 meetings. It was for giving material about analytical exposition text, explaining the Case Building Technique, and practice the technique.



## RESEARCH FINDING AND DISCUSSION

### Research Finding

The research findings discovered the result of the individual test (pre-test and post-test), the mean score of the tests, the result of the t-test to determine whether or not the technique was effective, and the result of the effect size to investigate the effectiveness of the technique applied.

**Table 1:**  
**Students' Pre-test and Post-test Score**

Score	mean	Standard Deviation
Pre-test (X)	76,75	4,47
Post - test (Y)	82,44	4,54

Table 1 showed that there was difference students' writing scores before and after the treatment given. It showed that before the treatment given the mean score only 76,75 then after the treatment given, it became 82,44. Therefore the difference score between pre-test and post-test is 5.69. At glance, it showed that the technique was effective to enhancing students writing score. Yet the difference of mean score of pre-test and post-test has not proven yet that the technique was effective. In order to prove whether the technique was effective or not, t-test was conducted by using the following formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

(Ary, Jacobs, & Sorensen, 2010, p. 177)

After the calculation of t-test of pre-test and post-test, the result showed that  $t_{\text{obtain}}$  was 9.03. Then the result compared to level of significant  $\alpha = 0.05$  which is equal with 2.040 of t-distribution value, and Significant level of  $\alpha = 0.01$  which is equal with 2.744. Then, it was described as  $2.040 < 9.03 > 2.744$ . It meant that Null hypothesis ( $H_0$ ) was rejected and Alternative hypothesis ( $H_a$ ) was accepted because  $t_{\text{obtain}}$  is higher than  $t_{\text{table}}$  on significant level  $\alpha = 0.05$  ( $9.03 > 2.040$ ) and significant level  $\alpha = 0.01$  ( $9.03 > 2.744$ ). So it was concluded that Case Building Technique enhanced students' analytical exposition text writing of tenth grade students' of SMA N 3 Pontianak and it was very strong.

After analyzing the hypothesis and the result showed that the research hypothesis was accepted, then it was needed to know how significant the technique was. In order to know the significant effect or how big the effect of the treatment in enhancing students' analytical exposition text writing, the researcher analyzed the effect size. It was a computation to know the effectiveness of the use of Case Building Technique to enhance students' analytical exposition text writing on tenth students of SMA N 3 Pontianak in academic year 2016/2017. It was analyzed based on the following formula:

$$ES = \frac{\bar{Y} - \bar{X}}{SD_{\text{pooled}}}$$

(Cohen, Manion, & Morrison, 2007, p. 521)

From the computation, the result showed the effect size value is 0.91. Based on the table of Effect size specification, the score of the effect size is categorized as **high** where the ES (0.91) > 0.8, which means that the use of Case Building Technique has a highly significant effect to enhance students' analytical exposition text writing.

## Discussion

This research had a purpose to answer whether the use of Case Building Technique was able to enhance students' analytical exposition text writing and if it was yes, how effective the technique was. Based on the calculation in data analysis process in the previous section, both questions in research problem were answered and just like the expectation of the research.

Case Building Technique was proven to be able to enhance students' analytical exposition text writing. The technique was used in pre-writing stage. It meant that pre-writing process was needed as a framework before they started writing and guided students in writing a better text. The finding was similar with the previous study conducted by Neja and Sari (2012) which stated that there was a significant effect of explicit instruction of pre-writing strategy on students' writing achievement. Jiwprasat (2012) on his study also stated "students who taught to use prewriting activities in their writing class have improve their writing ability". The strategies in prewriting were able to guide students before they wrote a text. It happened because in pre-writing the students focused on gathering information or ideas related to the topic. Therefore the students were able to explore the arguments as much as possible.

Case Building Technique was proven effectively to help students constructing and elaborating arguments in process of making an analytical exposition text. It was indicated by the different scores that were gotten by the students before and after the treatments implemented in their class. Most of the scores were higher after the technique was introduced and implemented in that class rather than before the technique applied. Vargo (2012) also found that debate in written form has even utilized effective in online course. It helped students to master the contents of the writing.

In the pre-test, the students seemed to be confused to think about what they would write and how to start the writing. After the treatment was given, they know how to start the writing. It was due to the steps that must be done by students in Case Building Technique. Those steps helped students to create a framework in which students explore texts and consider the side that they focused about. They started the writing to define or give a clear concept of the topic that was discussed. It was in line with Quinn (2005) who stated that the first thing that must be done by debaters in preparing the case is definition. They also knew how to create the arguments based on some aspects involved in the topic, while before they got the treatment, they tended to be so general. It happened because they gathers all information related to the topic based on the WH-questions that have been made before in brainstorming stage. Those facts showed that by giving the general questions by using WH questions about the topic, it guided them to think about what they should write.

In the pre-test result showed that students elaborated their ideas generally. They only gave brief explanation without give the evidences to make their arguments strong enough. The basic aim of writing teaching process based on “Think Literacy Cross-Curricular Approaches, Grades 7-12” was to make sure that students were able to organize any topic into a well-structured whole, how to link ideas, and gave supporting detail to strengthen their ideas. Therefore, the technique was useful in guiding students to elaborate the arguments of the exposition text. While the treatment was given to them, they know about the aspect of arguments that need to be full filled by them when they picked the arguments. Knowing A-R-E-L items had its own contribution to the students writing.

If WH question helped students to find the ideas, A-R-E-L helped students to elaborate or explain the idea or arguments. It was in line with Quinn in his book who stated that structuring a speech by using distinct arguments is a great start. The following items (A-R-E-L) are basic structure that works in many cases (Quinn, 2005). After the treatment was given, they have better explanation. They did not only stated why they support or did not support the topic, but also gave a reason, evidences or example to support their arguments or statements. Zare & Othman (2013) found “ Debate made students able to give reasoning, analyze, clarify and present arguments.” Although the explanation was not sufficient enough but at least they had tried to give explanation and example to strengthen their arguments. It was tolerated because giving explanation was related to the critical thinking of the students. It needed a long process of practice. The fact showed that by letting them to know about A-R-E-L, it guided them to explain about what they needed to write in arguments.

Finally. Case Building technique was proven enhancing students’ analytical exposition text effectively because they were able to create longer text rather than before the technique applied. In the research instrument, both of the test (pretest and posttest) required students to write at least 350 words. Yet, in the pretest and posttest, the researcher let them to write as long as their capability. Then, the result showed that students were able to write longer after the technique was applied. In in the pretest, most of students achieved only approximately 250 words or even less than that. While in the post test, most of them achieved 350 words as the target of the writing. It meant that the technique successfully help students to construct and elaborate the ideas or argument. Logically, they were not able to achieve the target 350 words if they did not know what they would write. Moreover, it was similar with Wishon & Burks who stated that in paragraph writing, writer should know what they were writing about, give step-by-step explanation, and include all necessary details (Wishon & Burks, p. 257). Therefore, the brief reasoning and example or data to support their arguments contributed in making their writing longer that before.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Referring to the findings and discussion of this research, it discovered that the use of Case Building Technique was effective to enhance students’ analytical

exposition text writing. The Case Building Technique was effective to be applied in promoting to students that writing was not something that so difficult to be done. The ideas or arguments can be created easier when they knew the appropriate technique or the tricks to help them constructing and elaborating the ideas or arguments. The Case Building Technique significantly helped students to construct and elaborate the ideas or arguments better than before the treatment applied.

### **Suggestion**

This research suggested English teachers to apply the Case Building Technique especially in teaching writing. This technique is much recommended to be applied in argumentative text, such as analytical exposition, hortatory exposition, discussion, or debating. Therefore this technique also should be applied to assess whether students' arguments or ideas are complete or not, particularly for the A-R-E-L aspects itself. It is because of the focus of both competition are on delivering arguments. For the students, they should remember and applied the technique that they were gotten when they get writing test from their teacher letter. For they who are going to join speech or debate competition, they should make the script of their speech based on Case Building Technique. For the researchers who are going to conduct the same study, it is suggested to use more reading passages in different text types, and is able to explore or modified this technique with the other technique in order to conduct a more effective learning process to create meaningful learning experiences

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